

RUBRIC for Digital Storytelling Assignment

CATEGORY	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)
Point of View				
- Purpose of Story	Establishes a purpose early on and maintains a clear focus throughout. It is clear that the authors care about their video and feel that they have something important to communicate.	Establishes a purpose early on and maintains focus for most of the presentation.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the presentation.
- Audience	Strong awareness of audience/viewer in the design. Students can clearly explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students can partially explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students find it difficult to explain how the vocabulary, audio and graphics chosen fit the target audience.	Limited awareness of the needs and interests of the target audience.
Dramatic Question	Content is engaging -- viewer is left with thought-provoking ideas and/or the story develops in a way that's different from initial expectations. Useful for prompting discussion and dialogue.	Content is interesting -- viewer is left with thought-provoking ideas and/or the story develops in a way that's different from initial expectations.	Some surprises and/or insights, but realization barely differs from the expectation.	Predictable and not very interesting. Realization and expectation do not differ.
Voice				
- Clarity of Voice/Audio	Voice quality is clear and consistently audible throughout the presentation. If music is used, it enhances the piece and matches the story line.	Voice quality is clear and consistently audible throughout the majority (85-95%) of the presentation. If music is used, it matches the story	Voice quality is clear and consistently audible through some (70-84%) of the presentation. If music is used, it is not distracting -- but	Voice quality needs more attention. If music is used, it is distracting, too loud, and/or inappropriate to the story line.

		line.	it also does not add much to the story.	
-Pacing of Narrative	The pace (rhythm and voice punctuation) fits the story line and helps the audience really "get into" the story.	Occasionally speaks too fast or too slowly for the story line. The pacing (rhythm and voice punctuation) is relatively engaging for the audience.	Tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged.	No attempt to match the pace of the storytelling to the story line or the audience.
Quality of Images	Illuminating: Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors. The meaning of the story is transformed by the use of images.	Interpretive: Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors. The story relies on images to convey meaning.	Illustrative: An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical. Images are decorative -- the story is not altered by the use of images.	Inappropriate: Little or no attempt to use images to create an appropriate atmosphere/tone. Images interfere or are at cross-purposes with the story's meaning.
Economy of Story Detail	Length of story was 3 to 4	Length of story was under 3 minutes	Length of story was under 2 minutes	Length of story was under 1 minute
Grammar	Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development.	Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story.	Grammar and usage were typically correct but errors detracted from story.	Repeated errors in grammar and usage distracted greatly from the story.
Credit	All people, organizations, quotes, ideas, music, and contributors are appropriately credited.	Most people, organizations, quotes, ideas, music, and contributors are	Some people, organizations, quotes, ideas, music, and contributors are	People, organizations, quotes, and contributors are not comprehensively

		appropriately credited.	appropriately credited.	credited.
Organization: Sequencing of Information	Graphics & story line are organized in a clear, logical way. The story is easy to follow. Minimum of 10 pictures.	Graphics & story line are organized in a clear, logical way. The story is easy to follow.	Most information is organized in a clear, logical way. One picture seems to be out of place. Two or more	There is no clear story. Pictures seem to be sequenced randomly
<p>Written Assignment</p> <ul style="list-style-type: none"> • In writing, address the following: • Identify a SPECIFIC lesson/activity that a wiki could be used in your present classroom (where possible, this should be STUDENT-CENTERED). • How does your use of the wiki meet KYTS 6? • How does your use of the wiki meet the NETS*T? • Using the assigned articles (research) or additional readings, give a rationale for using the wiki in your classroom OR for why a wiki could not be used in your classroom. • Following the guidelines for written materials on your syllabus, turn a copy of this into me. 				